

ENTRE NOS

ENTRE NOSOTROS

AMONG US

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NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
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ADIOS....

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We wish to thank the hundreds of persons in the Americas who have provided us with suggestions and materials. To the thousands of school administrators and classroom teachers who have distributed AMONG US we are deeply grateful.

TEXTBOOK COLLECTIONS

In response to requests from individuals and educational institutions in Latin America, the Office of the Coordinator of Inter-American Affairs has sent a number of collections of representative textbooks published in the United States in various fields and on all levels of instruction. Particular interest has been shown in the fields of health and vocational education and in the English language. Up-to-date, carefully selected books are assembled and appropriate labels are prepared for each indicating the use, level, and particular features.

Most of the requests have come from educators who are working upon the revision of textbooks in their countries and wish to make comparisons with texts in use in the United States.

YOUNG PEOPLE'S PROGRAMS

Young people's organizations, organized for other purposes, often carry on interesting programs in the field of inter-American affairs in cooperation with the Office of the Coordinator of Inter-American Affairs, which offers suggestions and helps them to coordinate their activities with other organizations.

Training courses are being offered by the Girl Scouts of America to leaders in the Southwest who wish to provide more chances to do scout work to Spanish-speaking girls. The manual is being translated into Spanish, with the omission of those parts which apply specifically to the United States program, for distribution in the other American republics.

The Campfire Girls are expanding their study program and bookshelves to include inter-American materials.

The Boy Scouts of America have begun a program of training scout leaders from the various countries to the South. Two men, one an older man who can interest business and professional men in the establishment of troops, and one a younger man who will do the actual work with the boys, spend a month at the training center, the Schiff Scout Reservation, Mendham, New Jersey. Another month is spent observing the activities of troops in various centers. Upon completion of this two-month course, they return to their own country to begin their work.

BUY WAR BONDS AND STAMPS

BARELAS COMMUNITY CENTER: AN INTERCULTURAL EXPERIMENT

One of the most significant experiments in intercultural education recently undertaken is the Barelas Community Center, located in a suburb of Albuquerque, New Mexico, and operated entirely by and for Spanish-speaking Americans.

Established in 1941 thru the concerted efforts of the National Youth Administration, the city of Albuquerque, and the League of United Latin American Citizens, the Center, under the active management of the "Lulacs," has carried on extensive recreational, educational, and health programs for the 6000 people of Barelas community. With a large, well-equipped building, located on a walled plot of land extensive enough for all outdoor recreational activities, the Center has become all that its name implies, a gathering place where the Spanish-speaking, low income people of Barelas can meet for recreation and information. The excellent equipment of the physical plant and the wide scope of the activity program were made possible thru the assistance of the Office of the Coordinator of Inter-American Affairs.

Drawing largely on volunteer personnel from the University of New Mexico and city, county, state, and federal agencies, the Center has offered such varied social services as training in home management and citizenship; dissemination of war information thru lectures, radio programs, and the distribution of printed materials; instruction in first aid, home nursing, folk music and dancing, toy making, nutrition, dress making, knitting, arts and crafts, English and Spanish languages, and physical fitness; and has maintained prenatal, well-baby, and tuberculosis clinics, a library, a tipica orchestra, boy and girl scout groups, a nursery school, and an extensive program of indoor and outdoor recreation.

Particularly significant in the activities of the Center was a program to train Spanish-speaking workers in community organization and leadership, started in March 1942, as a cooperative enterprise of the Lulacs and the School of Inter-American Affairs of the University of New Mexico. Under the direction of Mrs. Marie Pope Wallis, an experienced social worker on the staff of the School of Inter-American Affairs, eight trainees were enrolled in a course which included instruction in various aspects of social work; attendance at university classes in social pathology, juvenile delinquency, and English phonetics and composition; training in such native crafts as tin, leather, and woodworking and weaving; practice in planning and

directing group recreation and in making community surveys; accompanying and assisting public health workers on field trips; supervising the library; and assisting in the operation of the nursery school. Emphasis in the training program was on learning by doing rather than on formalized classroom instruction, and the various activities of the Center were fully utilized as laboratories for the practical instruction of the trainees. In spite of difficulties created by war conditions, six of the eight trainees enrolled finished the nine-month course.

With its present program curtailed as a result of personnel shortages and insufficient funds, the Center nevertheless continues to serve about 175 children and a considerable number of adults in its daily activities and remains a powerful influence in facilitating the adjustment of the Spanish-speaking citizens of Barelas to the "Anglo" world which surrounds them. But even more important than its program of activities is the fact that the Center has stimulated a sense of civic responsibility and pride among the Spanish-speaking people and is contributing to a growing awareness that they can successfully initiate and carry on educational and social programs by and for themselves.

PAN AMERICAN DAY IN WASHINGTON

A large audience, which included Mrs. Franklin D. Roosevelt and representatives of the United Nations, gathered in the Hall of the Americas of the Pan American Union to observe the thirteenth annual Pan American Day.

A musical program which represented Argentina, Brazil, Guatemala, Uruguay, and the United States was given by the United States Navy Band, under the direction of Lieut. Charles Brendler and Lieut. Jorge Bolet, pianist, who is assistant military attaché of the Cuban Embassy.

Lieut. Bolet is a gifted pianist who, in his concert appearances both here and abroad, is gaining recognition for the talent of artists of the other American republics. In his two groups of numbers he delighted his audience with his playing of works by Schubert and Chopin as well as by outstanding men of the other Americas, Roberto Garcia Morillo, Camargo Guarnieri, and Alberto Ginastera.

During a pause in the musical program, Secretary of State Cordell Hull, who is chairman of the governing board of the Pan American Union, made a speech which was broadcast to the other American republics.

In his address Secretary Hull declared that the unity of the American republics points the way to a stable world in the postwar era.

"Our unity," he said, "comes from a passionate devotion to human liberty and national independence

THIS SUMMER - Do something to increase your ability to help with inter-American relationships.

which is so strong that it does not stop with the effort of each people to secure liberty for itself, but goes on to respect as no less valid the desires of other peoples to achieve the same liberty in accordance with their own traditions and historic institutions."

He praised the efforts of the Americas in production for war and spoke of the importance of continuing after the war the economic cooperation which has been shown during it. That cooperation is the opposite of economic imperialism and will lead to the well-being of the people of all the Americas.

In another celebration of Pan American Day, arranged by the Employes Council of the Office of the Coordinator of Inter-American Affairs, the auditorium of the Department of the Interior was filled to overflowing.

Nelson Rockefeller, coordinator of inter-American affairs, said, "It symbolized the ideal that international cooperation among the Americas must be not only among statesmen but among the people."

Mrs. Franklin D. Roosevelt spoke about her recent trip thru the Caribbean. She described with enthusiasm the friendship and mutual interest between the people living there and the United States troops stationed there.

The program also included music by the Marine Band, folk songs and dances of the other Americas, and the showing of a film on the life of the other twenty American republics.

INTER-AMERICAN PROGRAMS FOR MR. AND MRS. PUBLIC

Since schools and colleges cannot reach all those who want and need to understand our neighbors in the other American republics, 529 national organizations have been working in cooperation with the Office of the Coordinator of Inter-American Affairs to present programs and opportunities for study to their members and friends. Their purpose is to further the inter-American program of wartime collaboration and permanent hemisphere solidarity.

Representative of such efforts is the program of the American Legion and the Women's Auxiliary, which reaches 1,600,000 members of the Legion and 500,000 members of the Auxiliary, and often other groups as well. All sorts of people attend meetings addressed by the Legion commander who makes it a point to mention inter-American cooperation and urge his listeners to learn all they can about other Americans.

The Junior Chamber of Commerce, with its 800 chambers, helps other organizations in arranging

programs and study groups. For Pan American Week it undertook to promote the showing of four motion pictures, and it was estimated that 6000 showings of at least one film each could be arranged. The four films in question are:

"The Bridge," a story of exports between North and South America

"The Wealth of the Andes," which tells about the people and resources of Peru

"Young Uruguay," a picture of life in that country

"Housing in Chile," which describes work in housing improvements undertaken in Chile.

Those interested in them should make inquiries at their local Junior Chamber of Commerce or at local film depositories. The organization also serves as host to visitors from the nations to the South so that they will know that local citizens' groups are as interested in them as the government. Not only have visiting celebrities been welcomed, but workmen who have come here to do war work have been taken on sight-seeing tours while here and sent home with the memory of a farewell celebration which expressed our appreciation of their efforts.

The appearance of interesting displays of goods and collections of art objects from the other American republics in retail store windows has not occurred by chance. National organizations of retail merchants have worked with the government to arouse interest in products from those nations and the people who made them, which is a good way of helping themselves by helping others.

INTER-AMERICAN COMMISSION OF WOMEN

The opening session of the fourth general assembly of the Inter-American Commission of Women was held on April 14 at the Pan American Union.

Delegates from sixteen American republics were greeted by the director general of the Pan American Union, Leo S. Rowe, who told them that their work was particularly important in wartime as well as in the movement for Pan American unity. "The advance of the democratic spirit is giving the women of the Americas a new concept of the part they are called upon to play in the different spheres of national endeavor," he said. "To you has been intrusted the high privilege of securing adequate recognition both in public opinion and in legislation for the position which women occupy."

Minerva Bernardino of the Dominican Republic, chairman of the Commission, also greeted the delegates and in her speech she praised the work of the women of the United States in the services and in war plants, and declared that in the other American countries women had raised their voices to protest against the forces of evil.

The Commission considered the status and problems of women in order to help them carry out their work in the development of their countries.

PAN AMERICAN DAY CELEBRATIONS

For some years past schools and colleges have observed Pan American Day with assembly programs of music, plays and pageants, and by arranging exhibits of the life and particularly the art of our neighbor republics. This year, however, more organizations than ever before are showing the growing interest of this country in the other peoples of the hemisphere.

Stores, libraries, and museums arranged displays of the commercial products, books, art, and music of the other Americans. Ceremonies have been held in honor of heroes like Bolívar, whose monument in Central Park, New York City, is the center of an annual observance by the Good Neighbor Center of New York.

The Normandy High School of St. Louis, Missouri, staged a parade led by open autos in which the consular corps, the mayor, and the directors of the Inter-American Center rode. High-school bands took part as well as many students, and the feature of the parade was a series of floats, one for each of the republics.

The Southern California Council of Inter-American Affairs arranged a Pan American horse show with a full program featuring Gauchos, Hausos, and Calpiros - and cowboys. All classes of horsemanship were featured, such as hunters, jumpers, and three and five gaiters. Invited guests included consuls from our Southern neighbors.

AT THE COLLEGE OF ST. TERESA

Thru the collaboration of the Inter-American Institute organized and sponsored by Bishop Edwin V. O'Hara, D. D., Rockhurst College, and the College of St. Teresa, the latter was the hostess to Kansas City in a Pan American celebration April 21. The Reverend John Francis Bannon, S. J., of St. Louis University spoke for the occasion. Father Bannon is coordinator of inter-American activities of the Jesuit Educational Association and a member of the board of governors of the Inter-American Center of St. Louis, as well as chairman of the scholarship and exchange fellowship committee of Kansas City's Inter-American Institute.

Monsignor James N. V. McKay was chairman of the open forum discussions which comprised the other part of the evening's program. Latin American students now attending Catholic colleges in the central midwest region of the National Federation of Catholic College Students gave brief speeches followed by discussions in which the audience participated. The Caecilian choral club presented several South American selections against a gala backdrop of the Pan American flags. Prominent among the guests were citizens of Mexico and Latin American republics. The College of St. Teresa holds the central midwest regional chairmanship of the Inter-American Commission of the National Federation of Catholic College Students.

WESTERN HEMISPHERE SCHOLARSHIPS

A clearinghouse for scholarships offered by Catholic colleges and universities in the United States to students from all the other countries of this hemisphere has been established by the Section of Inter-American Collaboration of the Department of Education, National Catholic Welfare Conference. A directory is published annually giving details of each scholarship and the location of the institution offering it.

During the current year, in spite of wartime difficulties, full scholarships, providing room, board, and tuition, to the value of \$58,400, were available to twenty-eight men and forty-five women. Partial scholarships, providing either tuition and fees or board and lodging amounting to \$23,400, were provided for twenty men and fifty-eight women. It is expected that at least as many will be available for the year 1944-45. The Section of Inter-American Collaboration expects to expand its activities to include informational service, such as the preparation of bibliographies, and teacher exchanges after the war. Those interested in the scholarship program may obtain the directory or other information by writing to the Section of Inter-American Collaboration, Department of Education, National Catholic Welfare Conference, 1312 Massachusetts Avenue, N.W., Washington 5, D.C.

THIS SUMMER AT DENVER

The University of Denver announces that it will award twenty scholarships to men and women who wish to attend an inter-American education workshop at the University from June 19 to July 21. This project is sponsored jointly by the University and the Office of the Coordinator of Inter-American Affairs. Teachers, social workers, librarians, and other community workers may apply for the scholarships. Those concerned with educational and other aspects of inter-American relations, either with regard to our own Southwest or on a hemispheric basis, are especially invited.

Requests for scholarship forms and further information concerning the workshop should be sent to Wilhelmina Hill, University of Denver, Denver, Colorado.

SPANISH PROGRAM EXPERIMENT

Ten schools in San Diego, California, are taking part in a program of teaching conversational Spanish before the ninth grade. The answers to two questions are being sought: Do parents want to have the schools offer Spanish to younger pupils? Are younger pupils ready to acquire ability to converse in Spanish? The answers found will determine future programs in Spanish in San Diego.

Teachers with the required language ability will give brief daily lessons in Spanish in connection with Latin American units taught in the fourth and seventh grades.

WORKSHOPS IN INTER-AMERICAN STUDIES

During the summer of 1944 a number of institutions will conduct workshops for teachers or give special courses in inter-American studies. Some will give intensive training in Spanish or Portuguese or devote time to problems of language teaching; others will study the history and culture of the other Americas and some will consider special problems, such as teaching in a bilingual community.

The courses and workshops about which we have received any information are listed below. It is suggested that those interested write for further information to the college or university which they wish to attend.

Arizona State Teachers College, Tempe, Arizona: May 30 to July 3, workshop for inter-American affairs, two semester hours; June 7, 8, 9 and June 15 and 16, two conferences to be addressed by speakers in the field, one hour credit may be arranged.

Boston University, Boston, Massachusetts (Office of the Director, 688 Boylston Street): May 23 to July 1, course on the United States and Latin America; July 5 to August 12, courses on the government of Latin America, Latin American history, modern Spanish drama, Spanish American civilization, elementary and advanced Spanish.

Concord State College, Athens, West Virginia: June 5, for three weeks, workshop on Latin America, emphasizing geography, art, and music, two to four semester hours' credit.

Eastern Oregon College of Education, La Grande, Oregon: course on geography of South America, workshop on guidance in the elementary school, with opportunities to work with inter-American materials for those who wish it.

Eastern Washington College of Education, Cheney, Washington: courses on the development of aviation, two and one-half credits, first term; commodities and trade, two credits a term; South America, prerequisite geography 1, two and one-half credits, second term; inter-American relations, two and one-half credits, first term.

George Peabody College for Teachers, Nashville, Tennessee, in cooperation with Fisk University: inter-American life workshop with emphasis on culture, especially music, drawing, painting, handicrafts, and the dance. Representation of foreign students wanted.

Horace Mann-Lincoln School, Teachers College, Columbia University, New York City: general curriculum workshop (Education S 200 W), with one group to use facilities of the Horace Mann-Lincoln

School where there will be experimental classes dealing with Latin American problems, four to eight points of graduate credit.

Humboldt State College, Arcata, California: courses in Latin American studies.

Louisiana State University, University Station, Baton Rouge, Louisiana: Casa de las Americas will have rooms for Latin American and North American students to live together and serve as a center for all Pan American activities, cultural or social.

Marquette University, Milwaukee 3, Wisconsin: July 7 to August 14, teachers workshop in inter-American affairs, especially methods in fields of South American geography, history, culture, visual aids, and literature, graduate or undergraduate credit.

Mills College, Oakland 13, California: Casa Pan Americana, June 30 to August 6, graded courses in Spanish and Portuguese, advanced courses and lectures on Latin American cultures, including a workshop for teachers on inter-American materials. Fees: \$10 per unit or \$50 for six units; room and board (single room or sleeping porch suite for two persons) for five weeks of summer session, \$110; health, \$5; and recreation, \$1.

New Haven State Teachers College, New Haven, Connecticut: Latin American workroom and courses in Latin American civilization and democratic citizenship and intercultural education.

Northern Illinois State Teachers College, De Kalb, Illinois: inter-American curriculum workshop.

North Texas State Teachers College, Denton, Texas: June 1 to July 11, workshop in inter-American education, with emphasis on teaching conversational Spanish to English-speaking children, conversational English to Spanish-speaking children, teaching of Latin American culture to English- or Spanish-speaking children, or teaching of social studies especially with relation to the problems of the two language groups, six hours' credit. Fee: \$19.

St. Louis University, 221 North Grand Boulevard, St. Louis 3, Missouri: June 19 to July 29, Latin American studies, a workshop for teachers, three credit hours. Fee: \$25. Also courses in departments of history, geography, and modern languages.

Sam Houston State Teachers College, Huntsville, Texas: May 30 thru July 22, workshop in inter-American materials and relationships, emphasizing the teaching of elementary Spanish, teaching of secondary level Spanish, enrichment of elementary curriculum with inter-American materials, enrichment of secondary curriculum in English by units based on inter-American relations materials, and enrichment of high-school social studies courses with inter-American units. Competitive

DON'T LOOK NOW - but there is a summer school near you. Let's go.

scholarships for teachers available. See also account of Mexican Field School at Puebla, Mexico.

Southwest Texas State Teachers College, San Marcos, Texas: June 5 to July 15, inter-American workshop (Education 360-160). Students will enroll in one course in Group A and one in Group B.
Group A: (1) language arts; (2) nutrition, health, and hygiene; (3) social science in upper grades; (4) building better community relationships.
Group B: (1) speech correction; (2) arts and crafts; (3) music; (4) plays and games; (5) teaching Spanish in the elementary grades. Demonstration classes will be held in the training school.

University of Denver, Denver, Colorado: June 19 to July 21, inter-American education workshop, with opportunities to study and observe methods of foreign language and area studies of the armed forces, to study Spanish, to study the work of libraries in inter-American education, to develop units or courses in social studies and general education, and to study improved methods of teaching these pupils. About twenty scholarships available, covering tuition and a small stipend toward expenses.

University of Michigan, Ann Arbor, Michigan: July 1, for six weeks, the curriculum workshop of the school of education will place special emphasis on intercultural education and relations with our Latin American neighbors.

We have also been informed that workshops have been planned by the institutions listed below but we have no other information about them.

Claremont Colleges, Claremont, California
Duke University, Durham, North Carolina
Harvard University, Cambridge, Massachusetts
Howard University, Washington, D. C.
New Mexico Highlands University, Las Vegas, New Mexico
Ohio State University, Columbus, Ohio
Our Lady of the Lake College, San Antonio, Texas
Sul Ross State Teachers College, Alpine, Texas
Texas State College for Women, Denton, Texas
Texas College of Arts and Industries, Kingville, Texas
University of Alabama, University, Alabama
University of Chicago, Chicago, Illinois
University of Kansas City, Kansas City, Missouri
University of Louisville, Louisville, Kentucky
University of Montana, Missoula, Montana
University of South Dakota, Vermillion, South Dakota
University of West Virginia, Morgantown, West Virginia
University of Wyoming, Laramie, Wyoming

MEXICAN FIELD SCHOOL IN PUEBLA, MEXICO

Sam Houston State Teachers College, the state of Puebla, and the University of Puebla (second oldest university in the Western Hemisphere) are the

sponsors of the Mexican Field School which will be held from July 25 to August 31, 1944. There will be given accredited courses in Spanish, Mexican music, and Latin American relations. For information write to the registrar, Sam Houston State Teachers College, Huntsville, Texas.

SUMMER SCHOOL OF SPANISH AT SALTILLO, MEXICO

During the second term of the summer session of Texas State College for Women, the workshop course for teachers, given during the first term on the campus, will be repeated at Saltillo, Mexico. The term runs from July 20 to August 30. Courses may be taken either with or without college credit. The cost of attendance is low. Tuition and fees are \$19; room and board in regular dormitory system are \$53, and in the cooperative system, \$22. For further information write to the registrar, Texas State College for Women, Denton, Texas.

SPANISH LANGUAGE INSTITUTE IN MEXICO CITY

The Spanish Language Institute, which we announced in the April issue of AMONG US, is to be directed by Francisco Villagrán Prado. It will be held at Rivera de San Cosme 71, México, D. F., from June 27 to August 8. The tuition will be \$50. One hundred teachers of Spanish will be accepted and they may be either experienced teachers who wish to gain more facility in the language or teachers whose major was not Spanish but who are seeking an intensive course.

There will be three courses. The first, Spanish grammar, conversation, and composition, will be under the direction of Enrique Loaiza. It will be on two levels adapted to the needs of the students. The second course, on Mexican literature, will be directed by Julio Jimenez Rueda. Each of these men will be aided by six assistants. The third course, a seminar on Mexican culture, will be directed by Rubin de la Borbolla and assistants. For this course all the students will meet together for daily lectures. A feature of the course will be a lecture each week given by the following principal figures: Alfonso Caso, Daniel Rubin de la Borbolla, Edmundo O'Gorman, Manuel Toussaint, Mignel Covarrubias, Justino Fernandez, and Ramón Beteta. There will also be talks by Rudolfo Brito Foucher and other Mexican educators.

Teachers who cannot be admitted to the Institute for lack of accommodations are reminded that the National University of Mexico will hold its regular summer school with a variety of courses, many of interest to teachers in the United States.

Application blanks for admission to the Institute and other information may be obtained from the Division of Inter-American Educational Relations, U. S. Office of Education, Washington 25, D. C.

SCHOOLROOM AMBASSADORS

Some years ago the average citizen of the United States in a quiz contest would have guessed that Guatemala was a breakfast food, Honduras a wrestler, Costa Rica a movie actress, and Lima a bean. In recent years, however, thoughts have turned to the other Americas with greater intensity and in a wider variety of interests. Cultural institutes have been established and there has been some exchange of students and teachers, in addition to increased interchange of artistic, literary, and musical production.

Long before these activities began, however, citizens and organizations in the United States had developed cultural centers in these countries thru schools for children and young people. To persons who have only recently "discovered America," it will come as a surprise that approximately a million citizens of those countries have attended North American sponsored schools, and that each year about fifty thousand students are enrolled in them.

Unlike many Axis sponsored schools, which in recent years lent themselves to propaganda purposes, United States sponsored schools have been largely interested in serving their communities. They have absorbed and interpreted the culture of these countries to the United States simultaneously with the interpretation of the ideals and institutions of the United States to them.

A sign of our national awakening to the importance of these schools in the intercultural program has been the creation of an office to serve their interests by providing professional advice and assistance. This office is known as the Inter-American Schools Service, and functions under the sponsorship of the American Council on Education, 744 Jackson Place, Washington 6, D. C.

One of the functions of this office is to recommend a limited number of teacher candidates for work in these schools in Latin America. Roy Tasco Davis, the director of this Service, reports that for the teacher interested in gaining direct experience in the inter-American field, work in these institutions offers several advantages. All the usual elementary and secondary subjectmatter fields are in demand, and English is, in many cases, the medium of instruction for teachers from the United States. Thus, opportunities exist for those not especially trained in the languages. The fact, too, that the schools are under American management means that work in them does not require so complete or radical an adjustment to new conditions as would be necessary for teachers attempting to work in other private or public schools in the Latin American countries.

Salaries offered in schools operated by American commercial concerns are usually the highest in this field of work. Small school enrolments and, in some cases, isolation from the centers of

population and cultural activity, limit somewhat the possibilities for professional development. The value of the travel and observation of another country afforded by this employment will depend largely upon each individual's power to interpret and benefit from it.

American community schools, usually located in the capital and port cities, generally include a larger proportion of students and teachers from the country itself and provide a binational curriculum. These advantages, together with the average \$100 monthly salary, which is considerably in excess of salaries in the local public-school systems, offer a "protected" but still very worthwhile approach to another culture. Often to sections representing the host country and their United States guests are added children of many other nationalities.

Church-connected schools, altho lowest in their salary offerings, provide the greatest opportunity for self-education and growth for teachers flexible enough to profit by it. With student bodies at least 90 percent national, the presence of a wide scattering of other nationalities in the remaining 10 percent, and the use of the national tongue in all courses but English, these schools offer opportunities to prove one's adaptability and initiative. Yet, even here, the North American management and some traces of "states" atmosphere make the approach easier and perhaps more fruitful than in a completely "other-culture" environment.

Most of these schools require a three-year contract. This is due mainly to budgetary considerations, since travel costs paid for teachers contracted in the United States are heavy; but it has elements of other wisdom as well, in providing time for a real introduction to the adoptive country, some solid learning of language and customs, and the building of at least a few lasting friendships with the people of the country. Places having a difficult climate sometimes reduce the contract period to two years. Usually only exceptionally well-qualified teachers paying their own travel expenses are engaged for a single year. The \$1200 a year (plus travel) average salary has in most countries a purchasing power considerably in excess of its value in the United States.

Foreign experience has long been a professional *desideratum* for teachers of foreign languages. In more recent years, it has come to be valued, too, by teachers of the social studies. Still more recently, with the new emphasis on study in international relations, much is heard of the value of "intellectual cross-fertilization," which may come by many means, not least among them being the passage of teachers from one country to another, not simply on tourist cruises, but to participate in the work of the country.

Institutions like these American schools abroad, interpreting one country to another, sometimes speaking for one culture and sometimes for the other, stand at the crossroads of internationalism.

NEWS FROM AMERICA SOUTH

FROM ARGENTINA



On March 27, 1944, President Olmedo of the National Council of Education, controlling agency of Argentine primary schools, suspended all teachers, specialists, and administrative officers under the jurisdiction of the Council. Employees were expected to continue in their positions until each individual case had been judged.

The purpose of the edict, affecting 35,000 teachers, was to allow a thoro examination of the staff for the good of education. Those who have done their jobs well should not worry; those whose records indicate misconduct, immorality, or ideas opposed to the best interests of the country would be shown no clemency.

The first of the United States cultural institutes in the other American republics was founded at Buenos Aires entirely on the initiative of the Argentinians in 1928 long before the formal statement of the Good Neighbor policy. Since then twenty-four such agencies have been established in fifteen of the other American republics.

Charter memberships are held usually by both nationals and resident citizens of the United States, but some of the organizations are composed entirely of nationals. Typical institute quarters are attractive and include a lounge, a library and reading room, classrooms, a lecture hall, and a patio.

Activities of as varied a nature as possible are offered in order to attract a large membership. The program of each institute is determined by the aspects of life in the United States which appeal most to its membership. The teaching of English is probably the most important and characteristic single activity of the centers. In Buenos Aires the institute has had an annual enrolment of over 3000 students of English; their fees have more than covered its operating expenses. Frequently the number of students are limited only by a lack of teaching personnel.

FROM CHILE



The story of the increase in educational opportunities in Chile is told in the figures of the ministry of education. In 1900 there were 1553 state primary schools with 72,912 pupils enrolled who were taught by 2690 teachers. By 1940 the number of schools had risen to 3873, an increase of 149 percent, with 433,157 pupils enrolled and 11,567 teachers. In the same period the number of private primary schools rose from 568 to 1014. There are no figures available on the enrolment in private schools before 1925, but between 1925 and 1940 it went from 42,518 to 105,176. Between 1915 and 1935 the number of private-school teachers increased from 1280 to 3119.

It was reported in 1940 that in all elementary and secondary schools, both public and private, 752,447 pupils were enrolled. The total population for 1940 was given as 5,000,782.

The Union of Professors of Chile recently published its program agreed upon in its last convention. It proposes the organization of an Educational Congress to study educational policy and a campaign of popular culture and literacy. Another aim is the organization of the Federation of Teacher's Institutions and an attempt to foster the welfare of teachers thru an increase in the allowance for families, reforms in the Caja Nacional de Empleados Publicos, the development of a law for the welfare of teachers. It strives to bring about democracy within the state and private education and to achieve an effective cooperation in action with the Confederation of Workers of Chile.

Beginning March 1, 1944, the National Lycees of Chile will charge matriculation fees of 50 pesos (\$1.65 at the present rate of exchange) annually for any one of the three years of the First Cycle and 100 pesos (\$3.30) for any of the three years of the Second Cycle. Repeating students pay 20 pesos (\$.65) additional.

FROM COLOMBIA



Electrification projects in the Departments of Antioquia and Caldas are to benefit all Colombia. Primarily aimed at stimulating gold mining, other industrial, mining, and commercial needs will be met, as well as those of individual householders. The use of modern mining machinery, made possible by easily available electric power, should double or treble production in this gold-producing center within a short time.

FROM THE DOMINICAN REPUBLIC



President Trujillo of the Dominican Republic has been much interested in increasing literacy in the republic and had made a beginning in the establishment of an adult education program and had distributed in pamphlet form an article describing the work of Mr. Yen in teaching Chinese illiterates, which had appeared in the January issue of *Selecciones*. It is not surprising, then, to note that Frank C. Laubach and his assistant, Theodore Fricke, were warmly welcomed and given every assistance by both private and public agencies when they arrived to make up charts and lessons for a program of adult education. Dr. Laubach is working under the auspices of the World Literacy and Christian Literature Committee, which is associated with the Foreign Missions Conference of North America. He has prepared 132 sets of lessons in eighty-two countries and had recently toured the ten South American republics.

In order to distribute the charts and lessons and to organize classes, prepared by Dr. Laubach and the Dominican Department of Education, there will be a central committee made up of Archbishop Pittini of Santo Domingo the rector of the University of Santo Domingo, the secretary of education, the president of the *Partido Dominicano*, Barney N. Morgan, chairman of the Board of Christian Work, and possibly the head of the *Rama Femenista* of the *Partido*. They will set up the necessary subcommittees.

On February 3, it was announced that President Trujillo was very enthusiastic about the program and had given it his approval in principle. Dr. Laubach left for Puerto Rico but was to return for a brief conference with the Committee later, in order to make any further suggestions desired for carrying out the program.

FROM HONDURAS



The School of Pan American Agriculture is being built about twenty-five miles from the Honduran capital at the fork of two highways which lead from Tegucigalpa to Danlí and Guinope. The school property is divided into a horticultural section and livestock section with dairy, stables, and poultry houses. The school's forest lands extend into the mountains. Extensive experimental fields for crop development will be located in the valley.

The faculty distinctly Pan American is headed by Wilson Popenoe, an internationally renowned authority on tropical agriculture. The first class of seventy-four students represents the six republics of Central America. By September 1944, the full student body of 160 is expected. No tuition fees are required or accepted. Even the student's clothing and haircuts are furnished at no cost to him.

Instruction is practical. Field work is supplemented by theory. Plowing, planting, attending livestock, gardens, orchards, and woodlands are included for each student. English, general science, and mathematics are a part of the course and health instruction has a prominent place.

Even during its first year the school is producing enough food stuffs to meet its needs. Improvement of the students' nutrition is one of the school's aims.

FROM MEXICO



Manuel Sandoval Vallarta, for many years professor of physics at the Massachusetts Institute of Technology, will be the new director of the Instituto Nacional Politécnico, which is being extensively reorganized. Dr. Sandoval Vallarta hopes to visit this country soon to give a series of lectures at Harvard University and to confer with leading United States scientists.

Explorers of a National Geographic Society-Smithsonian Institute expedition have reported the discovery of the ruins of two cities in the remote jungle country of the Isthmus of Tehuantepec, Mexico. The smaller city was abandoned about 200 years ago and today consists of numerous stone platforms reached by small stairways, but the other was probably an ancient ceremonial center. It is made up of mounds faced with stone, one of which is 600 feet long. The highest mounds are about fifty feet in height. A well-preserved ball court, where a game which seems to have resembled both basketball and handball was played, is one of the more interesting remains. The ball court is a rectangular space panned with stone and surrounded by embankments faced with stone.

Under the title "Bad Buildings and Worse Books, Education Problems," the Mexican newspaper *Excelsior*, for February 4, 1944, reported that the new committee of the ministry for public education, the Revisory and Coordinating Commission for Educational Planning, Study Programs and Text-books, had begun its work the day before, aided by the advice of outstanding experts in the field.

The secretary of education, Sr. Torres Bodet, set forth the motives which caused him to create the commission which were the demands of the teachers for a better organization of the schools and his own observations regarding physical insufficiencies in the schools. Schools are needed, he

said, and are being worked for, but the most urgent need is for a better selection of books, many of which seem to have been chosen more for sentimental reasons than any other. It will be the work of the commission to make provisional recommendations for immediate changes and thus to lay the foundation for a more complete series, which shall be more truly in accord with the ideals of peace, democracy, and justice for which they are striving.

FROM PERU



Peru is becoming more and more food conscious. The free school lunch program for underprivileged children is being enlarged in spite of the rising cost of living. During one six-month period the city of Lima served 1,764,631 free lunches to boys, girls, and often their parents in the city's schools. Another 500,000 soles were spent for the same purpose in thirty-eight provincial towns and villages.

Seven popular, low-priced restaurants which have been opened by the government in Lima, Callao, and Oroyo, chief mining center of this South American republic, are doing a rushing business in serving wholesome, economical meals to laborers and office workers at nominal prices. A meal consisting of soup, meat, two vegetables, bread, and beverage would cost a worker about the equivalent of three cents in United States money. One of these restaurants in Lima averages more than 8000 meals served per day. It is interesting that the deficit is made up by means of income from the nation's cigarette tax.

Two nursing sisters from Peru are to take a one-year specialized training course sponsored by the Catholic Hospital Association in cooperation with the Institute of Inter-American Affairs. They will take in-service training in their respective fields at various hospitals in the United States. They will have the privilege of comparing their experiences with sixteen nursing sisters from seven other American republics before their return home. Nursing education, admissions, records, dietetics, X-ray treatments, physical therapy, and general hospital administration are the fields covered.

NEWS FOR THE BOOKSHELF

BOLETÍN DEL INSTITUTO INTERNACIONAL AMERICANO DE PROTECCIÓN A LA INFANCIA contains articles dealing especially with statistics, laws, and regulations concerning the problem of the child from various aspects, educational, social, medical, economic, etc. Published quarterly at the offices of the Institute, Avenida 18 de Julio No. 1648, Montevideo, Uruguay. Subscription \$2 a year or 50 cents for a single copy.

NEIGHBORS, published monthly by the Inter-American Center of St. Louis, Missouri, contains news of other American republics and items of interest in inter-American relations, and is distributed to other centers all over the country. Address inquiries to the Inter-American Center of St. Louis, 705 Olive Street, St. Louis, Mo. Free.

MEMORIA 1943 is the official report of the minister of education of Colombia for the year. It includes special reports, not only of the minister of education but of the national directors of the various branches of public instruction, giving statistics, statements of purposes, activities, and needs of each. It would be useful to students of comparative education. Published by the Prensas de la Biblioteca Nacional, Bogotá, Colombia. No price given.

CROSS SECTION OF NEW WORLD PREHISTORY, by Wm. Duncan Strong, published in December 1943, is a concise but entirely readable account of the excavations carried on at various sites from Mexico and Cuba to Chile by the Institute of Andean Research in 1941-42. The booklet contains a number of photographs of the places where the work was done and the items found. A preview of the results is given and a sketch of the numerous and alluring possibilities for future studies in this field. There is a brief bibliography on the general field and a list of the monographs on these particular studies which have been published or are being prepared. The booklet would be of interest to both anthropologists and history teachers who wish to include something of the prehistory of Latin America in their courses. It may be obtained from the Publications Office, Smithsonian Institute, Washington, D. C. Price 70 cents.

ANALES DE INSTRUCCIÓN PRIMARIA contains articles and reports of special studies of a strictly educational nature, including those by school officials and normal students. Official publication. Exchanges accepted, but no price for

subscriptions given. Direct communications to the Sr. Director de Enseñanza Primaria y Normal, Consejo de Enseñanza: Soriano 1045, Montevideo, Uruguay.

REVISTA DE LA ASOCIACIÓN DE MAESTROS, published eight times yearly from February thru November, by the Asociación de Maestros de Puerto Rico, contains articles and notices of interest to teachers. Subscription \$1.50 per year. Exchanges accepted. Address the Asociación de Maestros, Apartado de Correos 1166, San Juan, Puerto Rico.

BOLETÍN DEL LABORATORIO DE PSICOPEDAGOGÍA "SEBASTIÁN MOREY OTERO" DE LOS INSTITUTOS NORMALES, published annually in March, contains the reports of the original studies of the laboratory, notes, translations, and book reviews. Exchanges accepted. Address communications to Sra. Directora del Laboratorio de Psicopedagogía Sebastián Morey Otero de los Institutos Normales, Cuareim 1381, Montevideo, Uruguay.

MAN AND RESOURCES IN THE MIDDLE RIO GRANDE VALLEY, by Allan G. Garper and others, is Inter-Americana Studies II. Its aim is "to simplify the facts and issues which have arisen in public discussions of the physical resource, economic, and social problems of the Middle Rio Grande Valley for the interested citizen and for college and senior high school students." The survey of background material is followed by a discussion of the local causes of economic instability and solution of the Valley's problems. The accomplishments of the federal agencies are emphasized. Published by the University of New Mexico Press, Albuquerque, N. Mex., 1943. Price \$2.25.

INTRODUCTION TO SPANISH, by James C. Babcock and S. N. Treviño, was written first for beginning students at the University of Chicago. The construction is systematic and the materials used are almost entirely based on Keniston's "Spanish Syntax List" and "List of Spanish Words and Idioms." Each lesson contains a section of grammar and one of exercises, including reading and translation into Spanish. Three lessons of the twenty-four (twenty-six if we include lessons on pronunciation) are devoted to review exercises and three to reading and oral practice. The total vocabulary is estimated at 660 words and 217 idioms, if idioms are defined as done by Keniston. The authors estimate that in college the lessons can be completed in about

forty-two periods of fifty minutes each. In high school it would take considerably longer. Published by Houghton Mifflin Co., New York City 16. 193 pages.

REVISTA INTERAMERICANA contains articles and poetry in the official languages of the American republics. It is published twice a year by the Inter-American Institute of the University of Florida and sent to educational centers interested in improving educational and cultural relations among the American nations. No price given. Exchanges arranged with Ibero-American institutions in the Western Hemisphere. Address: Inter-American Institute, University of Florida, Gainesville, Fla.

REVISTA DE INSTITUTO BRASIL-ESTADOS UNIDOS, published to give wider circulation to lectures at the Institute and other original work concerning American culture and valuable contributions to the work of spiritual cooperation among the nations of this hemisphere. No price for subscriptions given. Address: Instituto Brasil-Estados Unidos, Rua Mexico, 90 - 7º Andar, Rio de Janeiro, Brasil.

REVISTA DE LAS INDIAS, the organ of the Association of American and Spanish Authors, is published by the ministry of education of Colombia. It contains articles of cultural interest, book reviews, and news notes. Address: Revista de las Indias, Apartado de Correos Numero 486, Bogotá, Colombia. Subscription \$2.50 per year.

MATERIALS FOR TEACHERS

Teachers who are looking for inexpensive illustrative material on the other American republics will sometimes find it in advertisements. Booklets and folders designed for school use are sometimes published by commercial organizations.

One group of folders, entitled "Know Your Americas," contains facts about Mexico and the ten republics of South America. Each one is illustrated by photographs used with the permission of the Pan American Union. Available from Don Pyke, Graham Paper Co., St. Louis, Mo.

An attractive free booklet, "Hello - South America," by Mildred Celia Letton of the University of Chicago Elementary School with illustrations in color by Dwight Mutchler, is published by the National Dairy Council, Chicago, Ill. It is designed for elementary-school use.

A PARTIAL LIST OF LATIN AMERICAN EDUCATIONAL JOURNALS, published in 1940, is an annotated bibliography giving the most important features of each publication, the address to which persons interested may write for a sample copy, which is recommended, or to enter a subscription, and the price. A scale of exchange rates as of 1940 is appended for those publications which do not give the price in United States currency. No price given. Write to the Division of Intellectual Cooperation, Pan American Union, Washington 6, D.C.

THE AMAZON: A NEW FRONTIER, by Earl Parker Hanson, is Number 45, March 1944, of the Headline Series of the Foreign Policy Association. The loss to the Japanese of former sources of rubber and quinine has forced the attention of North America on the Amazon Basin to an increasing extent. With the colonization of this great area as the focal point, its geography, resources, towns, peoples, and their practices are discussed. Shortcomings and advantages are given concise presentation. The particular problems that would face settlers from North America and Europe are stressed. A brief statement on Brazilian cooperation and friendship toward the United States closes the 96-page booklet. A suggested reading list is included. Available from Silver Burdett Co., 45 East 17th Street, New York City. Price 25 cents.

THE HERITAGE OF SPAIN, by Nicholson B. Adams, bears the subtitle, *An Introduction to Spanish Civilization*. When he is evaluating the culture that was Spain's thru the ages, the author is witty, concrete, and picturesque in his choice of detail and appraisal. When he delves into the politics of Spain, the reader is apt to become confused by the immense number of persons enumerated even tho each has his bit of pertinent description. Perhaps the fault lies in the voluminous material covered in the volume's 331 pages. Lavish illustrations enliven the context. An excellent, classified biography is included that adds to the book's value as a brief reference work. Published by Henry Holt and Co., 257 Fourth Avenue, New York City, 1943. Price \$2.50.

LATIN AMERICA IN SCHOOL AND COLLEGE TEACHING MATERIALS is Part I of the Report of the Committee on the Study of Teaching Materials on Inter-American Subjects. The pamphlet presents the background and scope of the study and the conclusions and recommendations drawn from the special studies which are presented in detail in Part II of the report. It should be known by all who are concerned with presenting inter-American materials to students. Published by the American Council on Education, 744 Jackson Place, N. W., Washington 6, D. C. Price 25 cents.

CHILD OF COLOMBIA, by Pearl K. Wimberly, would prove most interesting probably to girls of eight to ten years of age. Its main value is in its presentation of peon life far in the interior of Colombia. Changes are brought to the peon way of life with the coming of workers for a North American company. Thru them Celina, the little Colombian heroine, learns how to help her people. A brief glossary of the Spanish words used is at the beginning of the book. Published by E. P. Dutton and Co., 286-302 Fourth Avenue, New York City, 1944. Price \$2.

THE LIFE AND TIMES OF SIMON BOLIVAR, by Hendrik Willem Van Loon, is illustrated by the author most attractively. Mr. Van Loon does not pretend that this is the last and most scholarly of the biographies of the Liberator. It is rather a readable biography, short and minus all confusing details, which gives the main currents of Bolivar's life and attempts to give the reader an understanding of his dreams and the difficulties and disappointments which led him into despair at the end of a life during which he had dedicated all he held dear - fortune, happiness, and health - to the cause of freedom. High-school students and others who desire only a general picture, which may be more valuable to the person who is not a specialist in the Latin American field, may spend time both pleasantly and profitably in reading about this apostle of liberty whose greatest vision was of a union of all of North and South America. Published by Dodd, Mead and Co., 1943. Price \$2.50.

SPANISH-SPEAKING AMERICANS AND MEXICAN AMERICANS IN THE UNITED STATES is a selected bibliography by Lyle Saunders of the School of Inter-American Affairs, the University of New Mexico. The bibliography is not exhaustive but contains books and articles which are recent and readily available and would be likely to appeal to classroom teachers and prospective teachers. The items are grouped under various headings and include both fiction and unpublished studies which would be chiefly of interest to scholars. Materials thought to be suitable for use by elementary- and high-school students are marked (E) and (H) respectively. Published by the Bureau for Intercultural Education, 221 West 57th Street, New York City. Price 20 cents.

CONVERSATIONAL SPANISH FOR BEGINNERS, by Gregory G. La Grone, is a grammar rather than a book of conversation, altho the grouping of the rules and exercises about brief conversation units on such subjects as football, nationality, and a trip furnishes a basis for conversation and for the enlargement of the vocabulary. The lessons contain a number of idiomatic expressions for the ordinary needs of conversation with a Span-

ish-speaking person which would appeal to the student. Appended to the lessons is a section on verbs and one on pronunciation. Unfortunately the latter does not present the international phonetic alphabet which students are generally required to learn. The author is not very favorably disposed toward the "direct method" and therefore makes little use of the possibilities it offers of thinking in Spanish without resorting mentally to translation from English. Because of the introduction, as early as the second lesson, of grammatical difficulties such as the variations of the normal word order for the sake of emphasis, the textbook is limited almost exclusively to use by older students. Published in March 1944 by Henry Holt and Co., 257 Fourth Avenue, New York City 10. Price \$1.40; 219 pages.

A PROFESSOR AT LARGE, by Stephen Duggan, tells the story of how American cultural influence has become worldwide. As director of the Institute of International Education the author traveled in many countries of Europe, Asia, and the Americas and he gives a fascinating interpretation of what he saw. There are entertaining anecdotes and a fund of information in the book. Dr. Duggan is a liberal and a man of high ideals and he is entirely aware of the enormous difficulties which stand in the way of bringing the world up to a higher plane, but he has faith in the power of education to do that very thing. His tone is moderate; he does not get excited and one closes the book with a sense of respect for his fine scholarship and a liking for his personality. Published in 1943 by Macmillan Co., New York City. Price \$3.50.

UNA EXCURSIÓN A LOS INDIOS RANQUELES, by Lucio V. Mansilla, edited by Otis H. Green, is intended for rapid reading in third-year college classes. It is considerably abridged but the language of the original is not changed. Notes on nearly every page explain idiomatic and colloquial expressions and there is a general vocabulary which gives shades of meaning required by the context. The story, an outstanding example of Argentine, is a true account by an observant author of his expedition to the Ranqueles Indians, a branch of the fierce Araucanians of Chile. The author had a fine feeling for nature, a sense of humor, and a sense of justice and human dignity. There is enough drama to satisfy any reader. Published in 1944 by Henry Holt and Co., New York City.

MEXICO NEWS is an eight-page newspaper issued semi-monthly by the International Press Service Bureau of the Department of State for Foreign Affairs. A section on cultural life in Mexico is included. May be obtained from Departamento de Informacion para el Extranjero de la Secretaria de Relaciones, Mexico City. Free.

MOCHA THE DJUKA, by Frances Fullerton Neilson, pictures life among the Djukas who inhabit the dense jungles of Dutch Guiana. The Djukas are descendants of Negroes brought to South America as slaves and who fled to the jungle, as opportunity offered, to make for themselves a life similar to the one that they and their ancestors had experienced in Africa. A small group of white visitors on a scientific exploration from the United States camps near the village where Mocha, a young Djuka, lives. He and Terry, the young son of the professor leader of the party, become true friends. They discuss life from their respective points of view almost as much as they engage in adventurous living. Much of the book is undoubtedly authentic, but the reader finds it hard to accept some of the profound conclusions expressed by the young Djuka, probably twelve years of age at most, who has never left the jungle nor seen a white person before. When Mocha tells Terry, "You learn things to make you talk wise; we here in Jungle learn things help us live wise," and "White man make much money, but Djukas make good friends," the author and not the boy seems to be talking too obviously and dogmatically for her reader audience of approximately nine to twelve years and predominantly of boys. Published by E. P. Dutton and Co., 286-302 Fourth Avenue, New York City, 1943. Price \$2.

DEVELOPMENT OF IDEAS IN THE AMERICAS

The NBC Inter-American University of the Air is presenting "Development of Ideas in the Americas" as Part 2 of Course III, *Lands of the Free*. Ideologies and ways of life, political and social ideas, trends of thought, cultures, and traditions are emphasized. Each program is a separate dramatized episode based on the broadcast title.

The handbook for the current series is Volume V and costs 25 cents. The four handbooks issued for previous courses are still available at 25 cents each and may be obtained by sending the remittance to Columbia University Press, 2960 Broadway, New York City 27.

The broadcasts are on Sundays at 4:30-4:55 p.m. (EWT) over the independent radio stations associated with the NBC Network and the National Broadcasting Company. The complete program of the current series follows:

I. The White Man and the Indian

THE INDIAN - WHO IS HE? The origin of the Indian is still a theoretical problem, March 26.

THE LAST INDIANS. The Negro replaces the Indian in the West Indies, April 2.

THE COMING OF THE HORSE. Introduced by the Spaniards, the horse profoundly changed the lives of both white men and Indians, April 9.

INDIANS OF THE NORTH. Early Indian wars had far-reaching effects on development of the continent. (Broadcast from Canada), April 16.

RONDONIA. Colonel Rondon's work, pattern for a movement of civilization - expedition with Theodore Roosevelt, April 23.

II. Newcomers and Their Contributions

THE SPAIN OF COLUMBUS. Culture, traditions, and social backgrounds the Spaniards brought to the New World, April 30.

THE PILGRIMS. The England they left and their way of life in the New World, May 7.

THE PORTUGUESE IN THE NEW WORLD. An achievement in racial amalgamation, May 14.

THE NEGRO CONTRIBUTIONS IN SOUTH AMERICA. The role of the Negro in Brazil's history, May 21.

THE FRENCH IN CANADA. Historical backgrounds of the French Canadians - prospects for the future. (Broadcast from Canada), May 28.

THE COVERED WAGON. The white man settles in America's western plains. The story of the Creek Indians, June 4.

III. Men and Ideas

CRUSADERS OF THE JUNGLE. Missionary achievements in the Americas. Jose de Anchieta, the apostle of Brazil, June 11.

WILLIAM PENN AND RELIGIOUS FREEDOM. Penn brought to America the principles of self-government as well as religious freedom, June 18.

PALMARES. The Negro republic of Brazil, June 25.

BENJAMIN FRANKLIN, NEW WORLD PHILOSOPHER. The spirit of inquiry and invention, July 2.

CHAMPION OF FREEDOM. Jose Marti, the poet patriot of Cuba, July 9.

POET OF DEMOCRACY. Walt Whitman and the spirit of America, July 16.

EDUCATOR OF THE INDIANS. The story of Moises Saenz, July 23.

THE NEGRO IN AMERICAN LIFE. The story of Carver of Tuskegee, July 30.

VICTORY OVER PAIN. Oswaldo de Cruz of Brazil, pioneer in the fight against yellow fever - the work of the Rockefeller Foundation in the fight against tropical diseases, August 6.

THE CONQUEST OF THE NORTH. The search for the Northwest Passage. (Broadcast from Canada), August 13.

WHO'S WHO IN LATIN AMERICA

The Stanford University Press and the A. N. Marquis Co. announce that they will publish jointly in the autumn the third edition of WHO'S WHO IN LATIN AMERICA at the list price of \$10. It will be edited by Ronald Hilton, associate professor of romance languages at Stanford University and associate editor of WHO'S WHO IN AMERICA for the Southern republics of America. WHO'S WHO IN LATIN AMERICA will be made up according to the methods used for WHO'S WHO IN AMERICA. Address communications to the editorial offices of Who's Who in America, 919 North Michigan Avenue, Chicago 11, Ill., or to Stanford University Press, Stanford University, Calif.

VISTAS HISPANOAMERICANAS

VISTAS HISPANOAMERICANAS is a series of booklets, four of which have been completed, presenting a varied selection of articles, songs, playlets, etc., on the countries and the peoples of Spanish America. The content is interesting and, with the excellent vocabulary aids included, makes ideal supplemental reading material for Spanish classes. Photographs, drawings, and maps profusely illustrate the 32-page booklets.

EL PERÚ and MÉXICO contain much information about famous personalities, industrial achievements, and customs, past and present.

FIESTAS Y ANIVERSARIOS covers all the most important Spanish American holidays except Christmas and New Year's. The reason for, manner, and meaning of each celebration are given in sufficient detail to afford understanding of its spirit on the part of the student.

PASATIEMPOS PARA LAS CLASES DE ESPAÑOL suggests activities for the Spanish class or club. A calendar of Pan American dates of interest is followed by programs that include songs, playlets, poetry, games, etc.

Published by the Odyssey Press, 386 Fourth Avenue, New York City 16. Price 20 cents each; reduction on quantity orders.

SPECIAL BOOK REVIEWS

These reviews by Maud F. Jackson and Janet D. Frost are an attempt to state an unbiased opinion of the value of the books to teachers.

FORGOTTEN FRONT, by John Lear, is high adventure. Reading of the happenings on his dangerous assignment for the Associated Press to fly to Iquitos and back in one of the gradually disintegrating planes of the Condor Tampa Airline operated by the reckless Hugh Wells, one understands readily why the author is a successful newspaper man. He gets a story to tell; and he knows how to extract every bit of suspense and excitement possible in its telling.

From the first chapter, which consists of three sentences totaling fifty-three words, the story is unpredictable. That the author survived his experiences is the only certainty as one after another of the 256 pages unfolds. There is a bit of Inca lore; a discussion of how different maps look in New York or Washington from the actual territory spread far below a creaking, patched-up, outmoded plane; and the episode of a Comandante of the Peruvian Army taking control of the plane in flight and getting it lost temporarily. It is the return from Iquitos, however, that really makes the story.

The plane is inadequately refueled; it is forced down on the wrong side of a mountain and comes to rest among the dunes of the vast Sechura Desert. Lear, Wells, and a young engineer set out for help for the rest of the passengers left in the plane. Their equipment was a flashlight, a compass, one banana, and a bottle of pop to help them face the unknown. Lear was without a hat even, to protect himself from the broiling sun; the Peruvian government engineer carried a tightly rolled umbrella that he used as a cane.

In the days and nights that follow, death stalks at their side; they become enemies among themselves. Thru it all, from beginning to end, runs an undercurrent of Nazi intrigue. That was the reason for the author's mission in the first place.

He ends this particular adventure with a visit to Haya de la Torre, the Peruvian outlaw who is as Mahatma Gandhi to the Indians of South America. Tho Lear does not preach customarily, the final paragraph is more than a voice crying in the wilderness:

"These Indian peoples are silent and proud, furious in fight, dangerous when aroused to intrigue. Nazi agents are working among them, inciting them to revolt. The tragic misfortune of it is that the Nazis have a case. Democracy

INTER-AMERICAN NEWS is published monthly by the Midwest Inter-American Center to give news of inter-American activities to groups interested, especially in Kansas, Oklahoma, and western Missouri. Address inquiries to the Midwest Inter-American Center, 916 Walnut Street, Kansas City 6, Mo. Free.

has not yet reached the Indians. They too, have been forgotten on their forgotten front."

FORGOTTEN FRONT is published by E. P. Dutton and Company, 286-302 Fourth Avenue, New York City. Price \$2.50.

M.F.J.

I LIVED WITH LATIN AMERICANS contains 152 photographs taken by the author, John L. Strohm, which have been described as being among the best to come out of Latin America. The author talked with presidents and officials and saw the big cities of Latin America, but he gave most of his attention and interest to country people and he spent most of his time in the rural areas.

Two-thirds of the people of Latin America are "men in the fields" and their living conditions vary from the wealth and luxury of the great ranch or plantation owner whose commodious home is the center of the activities of what is really a fair-sized town to the poorest of landless peons who lives in a straw-thatched, one-room hut which scarcely protects him and his family from the weather. All of these folks made Mr. Strohm welcome and the reader receives a pleasant impression of their friendliness and charm.

He packs the book with facts, yet succeeds in making them very interesting. Altho lack of education, ill health, poor transportation or none at all, bad living conditions, and unscientific farming methods are typical of many rural areas, the author avoids pessimism about their future, and in some cases, as with Uruguay, he can well afford to be optimistic for the people quickly adopt up-to-date methods. For most of the countries of Latin America wealth is in the soil, tho the difficulties are greater than any faced in the United States.

As for our relations with them he believes the Good Neighbor policy has paid dividends and should be continued, and extended to other countries as well.

The author presents his picture sympathetically and shows his appreciation for differing points of view. He not only lived with Latin Americans but liked them and wants his readers to like and understand them too.

The publisher is the Interstate, Danville, Ill. Price \$2; 377 pages.

J.D.F.

THE GOLDEN SERPENT, by Ciro Alegria, the prizewinner of the Farrar and Rinehart 1941 Latin American Novel Contest, was translated from the Spanish by Harriet de Onis. The Golden Serpent

is the Marañon River in Peru and the story deals with the various natives who live and work along the banks of this unpredictable river. The book is episodic in character and yet it holds a fascination out of all proportion to the slender thread that holds the story together.

The hunt for the "blue puma" and the endless days the two brothers spent on their raft caught on a projecting rock in the middle of the river with apparently no way out until the tide should rise are highlights of excitement. The days of fiesta and the episodes of courtship and young love have a delicate charm. Even the visitors that appear and move swiftly from the scene serve their purpose in adding balance and variety, even of horror, to the simple life of the natives.

Reading a translation makes judging difficult, but the impression gained is that of an authentic picture of life in this part of Peru.

Published by Farrar and Rinehart, 232 Madison Avenue, New York City, 1943. Price \$2; 242 pages.

M.F.J.

GEOGRAPHY OF LATIN AMERICA, by Fred A. Carlson, should prove of great aid to the mature student trying for a real understanding of all the Americas. An intensive study of the book should result in appreciation as well as increased understanding of our Southern neighbors.

In spite of the inadequacy of much of the desired data for specific phases of the work, especially population figures and composition, and information concerning vast regions not yet even surveyed, a comprehensive survey in great detail is presented. Of the thirty-four chapters, only four are of a general nature. The discussion of the general characteristics of a country is followed by regional information as to resources, culture, and the effect of physical forces on the development of domestic and foreign affairs.

The style of the author is pleasing and makes the reader share his enthusiasm. Small prize packages in the way of odd bits of information continually crop up, as when one learns the rate of taxi fares and how long the wait will be for a taxi in Brazil or the various methods for protecting coffee flavor.

Prentice-Hall, 70 Fifth Avenue, New York City, is the publisher, 1943. Price \$4.50; 566 pages.

M.F.J.

Books and periodicals noted in AMONG US were sent for review by their publishers.